

DOCUMENT RESUME

ED 416 592

EC 306 140

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TITLE Instructional Strategies for Braille Literacy.
ISBN ISBN-0-89128-936-4
PUB DATE 1997-00-00
NOTE 472p.
AVAILABLE FROM American Foundation for the Blind Press, 11 Penn Plaza,
Suite 300, New York, NY 10001.
PUB TYPE Books (010) -- Guides - Non-Classroom (055) -- Reference
Materials - Directories/Catalogs (132)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Access to Information; *Blindness; *Braille; Elementary
Secondary Education; Emergent Literacy; Evaluation Methods;
Instructional Materials; Limited English Speaking; *Literacy
Education; Reading Instruction; Student Evaluation;
*Teaching Methods; Technology; *Visual Impairments; Writing
Instruction

ABSTRACT

This collection of readings is intended to provide teachers of children who are blind or visually impaired with guidelines and strategies for teaching the reading and writing of braille. The eight chapters are: (1) "Braille as the Primary Literacy Medium: General Guidelines and Strategies" (Diane P. Wormsley); (2) "Fostering Emergent Literacy" (Wormsley); (3) "Learning To Read, Reading To Learn: Teaching Braille Reading and Writing" (Wormsley); (4) "Making the Transition from Print to Braille" (Frances Mary D'Andrea); (5) "Teaching Braille to Students with Special Needs" (D'Andrea); (6) "Teaching Braille Reading and Writing to Students Who Speak English as a Second Language" (Madeline Milian); (7) "Assessing the Literacy Skills of Student Who Are Blind or Visually Impaired" (Carol Ann Layton); and (8) "Access to Information: Technology and Braille" (D'Andrea and Kitch Barnicle). Individual chapters usually include appendices containing relevant forms and other resources. Included are reprints of seven articles on determining the appropriate reading medium, developing a Braille club, teaching specific concepts to visually handicapped students, the experiences of a mother and her blind child with reading, an integrated literacy curriculum with beginning braille readers, a process approach to teaching braille, and teaching braille to students with low vision. An extensive resource section lists books, magazines, braille curriculum materials, teaching materials, braille transcription services, and assessment materials. It also lists resources for teaching braille to students who are bilingual or learning English as a second language, national organizations, and technology resources. (Individual chapters contain references.) (DB)

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